

## **Toward a Pedagogy of Accelerated Learning**

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3CSN Community of Practice in Accelerated Curriculum and Pedagogy

Creating a strong accelerated learning environment involves:

1. Starting with the assumption that students are capable of meeting high-level academic challenges
2. Engaging students in experiences that develop the most high-priority college skills and ways of thinking, and providing high levels of support to help students meet these challenges
3. Attending to the affective issues that get in the way of students' learning and success
4. Understanding that mastery doesn't happen all at once and maintaining a "growth-mindset" orientation in our feedback to students:
  - a. Seeing and celebrating the good in what each student is doing along the way – the emerging skills, ideas, ways of thinking – while directing them toward the next area to work on
  - b. Viewing mistakes as a necessary part of learning and a way for you to understand and address the reasons behind student difficulty<sup>1</sup>
5. Facilitating an ongoing metacognitive conversation with students about what they are learning, why they are learning it, where the process breaks down for them, and how they can successfully approach it

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<sup>1</sup> See, for example: Mina Shaughnessy. *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford University Press, 1977. And Mike Rose. "The Politics of Remediation." In *Lives on the Boundary*. New York: Penguin, 1989.